# U.S. Department of Education 2013 National Blue Ribbon Schools Program

A Public School - 13IN5

	C	harter	Title 1	Magnet	Choice
School Type (Public Sch	nools):				
Name of Principal: Mrs	. Michelle	Friesen-Ca	<u>arper</u>		
Official School Name:	Morgan To	ownship E	lementary Sc	<u>hool</u>	
School Mailing Address:	299 South	State Roa	ad 49		
	<u>Valparais</u>	o, IN 4638	<u>83-7976</u>		
County: Porter	State Scho	ool Code N	Number*: <u>6</u> 5	828	
Telephone: (219) 462-5883	E-mail: 1	michelle.fı	riesencarper@	@eastporter.k12	2.in.us
Fax: (219) 462-4014	Web site/ http://epcs		vires.net/1764	410111310502	0800/site/default.asp
I have reviewed the info - Eligibility Certification				~	ity requirements on page 2 (Part
					Date
(Principal's Signature)					
Name of Superintendent	*: <u>Dr. Rod</u>	Gardin	Superintende	ent e-mail: Rod	.Gardin@epcsc.k12.in.us
District Name: East Port	ter County	School Co	orporation D	oistrict Phone: (	(219) 766-2214
I have reviewed the info - Eligibility Certification				ing the eligibil	ity requirements on page 2 (Part
					Date
(Superintendent's Signa	ture)				
Name of School Board I	President/C	hairpersor	n: Mrs. Jill B	<u>ibler</u>	
I have reviewed the info - Eligibility Certification					ity requirements on page 2 (Part t is accurate.
				·	Date
(School Board President	's/Chairpe	rson's Sig	nature)		

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

<sup>\*</sup>Non-Public Schools: If the information requested is not applicable, write N/A in the space.

# **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

- 1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
- 2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
- 3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
- 5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
- 6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
- 7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
- 8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

#### All data are the most recent year available.

#### **DISTRICT**

- 1. Number of schools in the district 3 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
  - 9 Total schools in district
- 2. District per-pupil expenditure: 5825

## SCHOOL (To be completed by all schools)

- 3. Category that best describes the area where the school is located: Rural
- 4. Number of years the principal has been in her/his position at this school:
- 5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	20	46
1	31	17	48
2	27	28	55
3	27	19	46
4	26	32	58
5	34	20	54
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
To	otal in App	lying School:	307

6. Racial/ethnic composition of the school:	0 % American Indian or Alaska Native
	0 % Asian
	1 % Black or African American
	4 % Hispanic or Latino
	0 % Native Hawaiian or Other Pacific Islander
	94 % White
	1 % Two or more races
	100 % Total
	<del></del>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	304
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school:	0%
Total number of ELL students in the school:	1
Number of non-English languages represented:	1
Specify non-English languages:	
Amharic	

9. Percent of students eligible for free/reduced-priced meals:	12%
Total number of students who qualify:	307

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services:	16%
Total number of students served:	52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	1 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	25 Specific Learning Disability
1 Emotional Disturbance	14 Speech or Language Impairment
1 Hearing Impairment	Traumatic Brain Injury
0 Mental Retardation	3 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Full-Time</b>	<b>Part-Time</b>
Administrator(s)	1	0
Classroom teachers	15	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	1	5
Paraprofessionals	0	7
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	7	8
Total number	24	21

12.	Average school student-classroom teacher ratio, that is, the number of students in the school
	divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

	14.	For	schools	ending	in grade	12	(high	schools	;):
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Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	<del></del>
Enrolled in vocational training	<del></del> %
Found employment	<del></del> %
Military service	<del></del> %
Other	<del></del> %
Total	0%

15. Indicate whether y	our school has previou	sly received a National	Blue Ribbon Schools award:

0	No
	Vac

If yes, what was the year of the award?

# **PART III - SUMMARY**

The mission of Morgan Elementary School is to provide our students with a caring and educationally appropriate learning environment, encouraging each child to work to his or her individual potential. Together with parents and community, our goal is to teach students to use social and educational skills to become productive members of society and life-long learners. Our vision is to deliver education for all in a child friendly environment.

Morgan Township is located in the northwest corner of Indiana, in Porter County. We are one of three elementary schools in the East Porter County School Corporation. With a total township population of just over 3,500 residents, we are a rural area beginning to see growth. Just over 28% of Morgan Township residents have earned a bachelor's degree or higher. The median household income is \$75,245 with 3.1% living below the poverty level. Ninety-two percent of the population lives in owner-occupied housing. The rather homogeneous ethnic make-up is 98.5% white.

Demographic data at Morgan Township Elementary is fairly consistent with the community at large. Our enrollment has remained relatively steady at around 310. The ethnic make-up is ninety-four percent white, 4% Hispanic, and 1% black or multiracial. Twelve percent of our students receive free or reduced lunch assistance.

The elementary school is part of a larger complex which also houses a middle school and high school. This unique situation allows us to share teaching staff as well as engage older students as classroom assistants and role models for our students. We greatly benefit from the collaborative nature of this learning environment that provides many extra opportunities for our students including after school tutoring, building wide read-a-thons, basketball and cheerleading day camps, and joint holiday projects and activities.

In the last ten years, we have worked hard to improve the academic success of our students. We have analyzed data to inform our instructional needs and initiated many changes. Staff participated in multiple professional development opportunities including Six +1 Writing Traits, Singapore Math and data analysis. We have restructured our schedule to include time for Professional Learning Communities to meet weekly and grade level teams to meet daily. We live by the mantra "plan-do-check-act". In 2001, our achievement as indicated by percent passing on the state exam was 70% in language arts and 79% in math. This past year our percent passing was 94% and 98% in language arts and math respectively. Since 2006, we have had seven, 100% passing rates at different grade levels in all subjects including math, language arts and science. We have been designated as an Indiana Four Star School for eight years straight and have met AYP criteria for every year since its inception.

In addition to academic success, our students are highly motivated to help others. We annually raise money for Riley Children's Hospital, donate food to the local food pantry, and collect money for heart research. During the current school year, students were challenged to raise \$5,000 for Heifer International, an organization that provides families throughout the world with an opportunity to support and feed themselves through donations of animals. Connected to our reading incentive program, Scholastic Reading Counts, we challenged our students to read 5,000 books. For each book read, \$1.00 would be donated to Heifer International. By the end of the first semester, students had read 6,459 books. A new goal of 10,000 books was set for the end of the year. Through the strong community support including our Parent Teacher Organization, grandparents, middle school and high school students, and local industry, we have raised over the \$10,000 necessary to support this endeavor.

As a school, we are dedicated to the whole child. We continue to challenge our students to higher academic achievement and care for our world. We look for our students to truly be productive members of our society.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

#### 1. Assessment Results:

#### **Assessment Results (A):**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) measures student achievement in the subject areas of Mathematics, English/Language Arts, Science (grades 4 and 6 only) and Social Studies (grades 5 and 7 only). Specifically, it reports student achievement as measured against the Indiana Academic Standards that were adopted in November of 2000 by the Indiana State Board of Education. The test includes both a Multiple-Choice Assessment and an Applied Skills Assessment. Cut scores are set for each grade level in each subject tested.

Students are considered proficient if they meet or exceed the pre-determined cut-scores. They receive a proficiency rating of "Pass" or "Pass+". "Pass+" indicates a higher level of achievement determined by an additional cut-score. Students who do not meet the necessary proficiency score are rated "Did Not Pass".

Morgan Township Elementary staff has high expectations for student achievement. Our School Improvement Plan is revised annually to reflect building-wide expectations of growth in the broad categories of English/Language Arts and Mathematics as well as growth in such sub-categories as Writing Application, and Math Problem Solving. Because our passing scores are in the mid to high 90% range, well above the state average, we also set expectations for growth in the number of students reaching the "Pass+" designation.

#### **Assessment Results (B):**

Morgan Township Elementary has shown steady growth in academic achievement over the past five years as indicated in the data chart. Overall language arts scores have risen from 90% passing in the 2007 - 2008 school year to 94% passing in the 2011 - 2012 school year. Overall math scores have risen from 92% passing in the 2007 - 2008 school year to 98% passing in the 2011 - 2012 school year. We attribute our success to an emphasis on teaching applied skills and focusing instruction on upper-level thinking as defined by Bloom's Taxonomy, as well as teacher participation in weekly Professional Learning Communities, and dedication to the Tier Process to structure remediation and enrichment.

#### **Applied Skills**

It is our building philosophy that we are here to teach children how to think. We live in a world where information changes quickly. Our children will be successful in the future if they know how to find, evaluate, and use information. Keeping that in mind, our school undertook an extensive study of the Applied Skills portion of our State test, ISTEP+. Because the test questions in this portion of the test change from year to year, the questions and student answers are annually released to schools. As a building, K – 5, we dissected student answers in these tests to determine problems both with errant thinking and poor test taking skills. Even though the ISTEP+ test is only administered to students in grades 3 – 5, it was important to include the primary teachers in this evaluation so that everyone was on board with student needs and how to address them, even in the early grades. As a result of the initial analysis, we developed building wide practices which were refined each year after additional analytical work. In Mathematics, practices included the creation of a daily math journal where students solved math story problems and wrote explanations of how they reached their conclusions. Individualized goals for mastering number facts were created to encourage math fluency.

In the Reading/Language Arts portion of the ISTEP+ test, we analyzed writing prompts and written responses to literary questions. Once again we looked for errors in thinking skills and errors in interpreting what the question was requiring. As a result, we started a building wide requirement to

complete a daily language activity where students corrected grammar, spelling, and thinking errors. We also started daily writing journals in which students practiced writing fluency and writing to a specific prompt. Finally, we started a reading program for which students read books at their level, took computerized tests, and earned points toward a quarterly prize.

#### **Professional Learning Communities**

In the fall of 2008, we started a Professional Learning Community. Since that time we have met weekly for 40 - 50 minutes for data analysis and professional development. Grade level teams meet to analyze weekly test data and form remediation/enrichment groups. These flexible groups are often serviced by either the grade level teaching assistant or the reading specialist as well as the classroom teacher. Teachers share teaching strategies and make suggestions to help low performing students. Teachers also meet for whole building analysis of ISTEP+ scores and to plan new strategies for success. Finally, teachers meet in study groups to read books and discuss best practice options for instruction.

#### **Tier Process**

A common phrase in the building is 4-14-44. We know that all students can learn. Some of them may need a lesson cycle only four times before they "get it". The average student needs about fourteen lesson cycles. Some may need to work with an idea 44 times before they own it. By creating flexible groupings and Tier remediation, we work hard at helping all students learn.

#### 2. Using Assessment Results:

Morgan Township uses a variety of assessment tools including four different standardized assessments to help teachers inform their instruction and ensure student academic success. Two of these are testing measures adopted by the school district - mCLASS and Acuity - and two of them are State required standardized tests – IREAD3 and ISTEP+. Teachers also analyze tests given weekly in each subject area, as well as informally assess students daily during instructional time.

The primary teachers administer mCLASS benchmark tests three times a year to every primary student, grades K-2. This test identifies the basic skills needed for academic success in both reading and math. The reading test tracks letter naming skills, phonemic awareness, oral reading fluency and the lexile levels of all students. Math skills include counting, number identification, quantity discrimination, number facts and computation. Students who fall below expected benchmarks receive daily remediation and are re-tested every two to three weeks to assess progress. The program boasts a "Reporting and Analysis Suite" which assists administrators and teachers in completing multiple reports to analyze student progress. It aids teachers in determining instructional areas of strength or weakness, individual student progress in different areas over time, and where instructional resources should be focused.

Acuity testing is administered three times a year to our intermediate students, grades 3-5. Skills and content knowledge questions in math, language arts, social studies and science are given on computerized tests to determine student achievement in these content areas. Designed to predict levels of success on the state ISTEP+ test, teachers review print-outs for each class and each student to determine need for remediation and additional instruction. The program allows teachers to create individualized commuter generated materials for further practice or remediation. It also assists teachers in determining where additional whole class or individual instruction might be of benefit.

The other two standardized tests used to inform instruction are the State required IREAD3 and ISTEP+ tests. They are administered in the spring of each year, progress is reviewed, and the school-wide School Improvement Plan is revised to reflect new goals and instructional needs. Each year these tests are scrutinized to locate specific needs for more in-depth instruction and learning. Test results are reported both as over-all proficiency in English/Language Arts and Mathematics, and as content area/academic standards. We review the percent mastery for each standard to identify our lowest proficiencies and create an action plan to remedy the low scores. We also closely analyze the Applied Skills portion of the test to look for weaknesses in math computation and problem solving, and weaknesses in written expression.

Weekly assessments given in the classroom are also a significant source of data for teachers. They meet weekly in grade level teams to look at the data collected and determine which students need remediation or enrichment. They also review their results to determine if changes in instructional methodology are required or whole-class remediation is necessary.

Parents are kept informed of their child's academic progress through Harmony, our on-line grade book to which parents have access 24 hours a day. Teachers weekly post grades and Newsletters which highlight academic expectations for the week to come, content to be discussed, test dates, project due dates, and any other information which might help parents support their student's academic achievement. Parents also receive in-depth print-outs of ISTEP+ and IREAD3 as soon as these reports are available from the State. In addition, Morgan Township continues to offer parents a planned, Parent/Teacher conference early each fall. Time is scheduled for parents to meet with classroom teachers and special education teachers to discuss student progress and areas of concern. We boast an annual attendance by parents of nearly 100% for these meetings. Finally, teachers utilize both email and voice mail to keep in touch with parents as they assess the data that they collect daily in their classrooms.

Students receive recognition for their academic growth and success in multiple ways. Those in grades four and five are invited to attend an Honors Breakfast at the end of each marking period. The names of these students appear in the school newsletter. The results of ISTEP+ and IRAD3 are printed in the school newsletter as well as in the two local newspapers. Finally, our district annually features a report of school progress in a newsletter that is mailed to every home in the township.

#### 3. Sharing Lessons Learned:

At Morgan Township the faculty and staff truly believe that we are a community of learners as well as educators. We practice a plan-do-check-act cycle as we constantly look for ways to improve the educational experience for our students. We share ideas, strategies and materials within our school, within our district, within our county, and beyond.

Teachers meet at least twice weekly in grade-level teams to share what they are doing in their individual classrooms, discuss strategies that might work for their peers, and ask for suggestions if they are struggling with students or instructional concepts. They also meet once a month with their district grade-level colleagues for the same purpose.

Meeting weekly as a Professional Learning Community allows for building wide, cross-grade level dialogue and sharing. Teachers commonly share implementation results of new teaching strategies and jointly make plans for additional work. They read books and articles on best practice, commit to implementation in the classroom, and then share results. Topics have included fostering student independence in literacy instruction, implementing the reading/writing workshop, developing a stronger vocabulary base for students, developing student thought through asking deeper questions, and engaging all students in the learning process.

We are committed to a teachers-teach-teachers approach to professional development. Teachers who attend one or two day workshops, are required to share or train other teachers upon their return. In the past several years, these presentations have included such topics as creating the reading/writing workshop, building vocabulary through classroom instruction, reciprocal teaching, differentiation, and bar modeling in mathematics. Occasionally teachers attend a more extensive training session and then become classroom coaches for building wide implementation. A recent example of this was a summer seminar where two of our teachers were trained in the methodology of Singapore Math. These two

teachers chose training materials, created a training schedule, facilitated the purchase of appropriate manipulatives, and provided intensive training to teachers on this approach to teaching math.

Our membership in the Valparaiso University Professional Educators' Partnership (PEP) organization permits us to dialogue with colleagues outside our school district. We meet twice a school year to share experiences around a pre-determined common theme and also meet in sub-groups to help plan the yearly Literacy Conference held at the University.

#### 4. Engaging Families and Communities:

Morgan Township Elementary School enjoys and depends on extra ordinary external support; our families and the community at large take pride in assisting our students. Multiple opportunities to volunteer, be informed, and participate in school activities nurtures a large community base of support, helping our students to grow both academically and socially.

Our strong Parent Teacher Organization coordinates multiple activities, volunteers, and fund raising events each year. They annually sponsor Grandparents Day, Family Game Nights, an author's visit, the Art Fair and Ice Cream Social, Field Day, and the All School Picnic. They provide funding for our Reading Counts Program, which significantly influences and encourages our students to become life-long readers. Several years ago they funded and built a courtyard garden center, where students grow fruits and vegetables to eat, and flowers to pick. Science experiments are conducted in the garden as well.

At Morgan Township we believe that frequent and ongoing parent communication is a foundational necessity for student success. Parents receive two newsletters electronically weekly. The school-wide newsletter keeps parents abreast of important events and information, student achievements, and district-wide policy changes and opportunities. The classroom newsletter informs parents of grade level activities, homework responsibilities, and the academic goals and expectations for each week. Additionally, the school website offers links to a variety of helpful resources including an email link to every classroom teacher. Parents are also privy to a telephone messaging system which supplies them with a multitude of announcements including special events, school delays and cancelations, and notice at the end of marking periods. Finally, parents have 24 hour access to our electronic grade book. They can check student progress, view missing assignments, check for nurse visits and discipline referrals, and keep track of lunch accounts.

Volunteers have an important role at Morgan Township. Teachers invite parents to assist in the classroom by supervising learning stations, leading small groups of students in remedial or enrichment activities, or helping plan special events like the 100th day of school. Uniquely situated in a kindergarten through twelfth grade building, our teachers are able to employ middle school and high school students to work with students in the elementary. This is an important help to our teachers and encourages interest in the profession.

## PART V - CURRICULUM AND INSTRUCTION

#### 1. Curriculum:

#### Curriculum

Over the course of the last two year, teachers at Morgan Elementary have participated in a Corporation realignment of curriculum as our state prepares for a curricular shift to Common Core State Standards (CCSS) and a new more rigorous standardized assessment. They have collaborated with teachers from other schools at East Porter to develop instructional guides per grade-level and subject area. These instructional guides include common corporation assessments and grade-level resources. On-going communication takes place between teachers within grade-levels, between grade-levels, and across subject areas to ensure students are successful. Assessments are chosen based on rigor and skills while maintaining a mastery learning approach.

Prior to corporation alignment of curriculum Morgan teachers utilized weekly Professional Learning Community time to discuss instruction based on the Indiana Academic Standards. Teachers used data analysis techniques learned through prior in-serving by KJ Learning to make sure there was a strong connection between instruction and mastery of skills, standards, and foundational content. Teachers ensured that all standards were covered to mastery and utilized formative and summative assessments to provide enrichment and remediation opportunities based on individual student need.

#### **English Language Arts**

Reading instruction integrates all components of reading through a 90 minute reading block. Teachers use the curriculum maps to determine when to introduce and reinforce skills and concepts in reading such as phonics, comprehension, fluency, and vocabulary development. Reading skills and strategies are instructed and reinforced through the use of our reading series, digital white board activities, and centers. Additionally, teachers foster the development of independent reading through focused instruction on oral reading fluency. Teachers utilize formative and summative assessments through MClass Dibels. This immediate digital feedback allows students to receive enrichment and remediation instruction at their level. Teachers at Morgan provide differentiated instruction within the classroom, but also utilize a Reading Intervention Specialist to provide very specific and direct instruction with students who are struggling. In addition to the 90 minute reading block, teachers at Morgan apply the Six +1 Traits of Writing as the main methodology of instructing the writing process. Grammar and spelling instruction takes place within reading and writing instruction.

#### Math

Morgan teachers use the Singapore Math methodology for math instruction. This method is aligned with the CCSS and even exceeds the high level of mastery expected of students with the CCSS Standards for Mathematical Practice. Problem-solving and an in-depth understanding of foundational mathematical skills are the center of this method. Lessons build from concrete to abstract using small and large group instruction with hands-on manipulatives being both modeled by teachers and used by students. Students of all ability levels find success with this method of math instruction because it focuses on the thinking skills and how to translate what they know about numbers and computation to complex computation, algebraic thinking, geometry, measurement and data.

#### **Science**

Morgan's teachers incorporate scientific reading into reading instruction to meet the demands of CCSS related to informational text. Additionally, teachers utilize text materials and online interactive activities associated with our textbook tool to reinforce and enhance science concepts. Teachers focus on scientific method and inquiry while building an understanding of science within the topics of earth, physical, and life science. Teachers foster deeper understanding of scientific research through yearly participation in a school-wide science fair.

#### **Social Studies**

Social Studies informational text is utilized during the 90 minute reading block to provide a deeper understanding of social studies concepts. Historical concepts are then reinforced along with standards and concepts related to civics, government, geography, and economics during specific and direct instruction. Teachers enhance their social studies instruction through the use of online resources such as interactive maps and videos. Additionally, teachers provide reinforcement or extension of learning through field trips and guests speakers.

#### **Visual and Performing Arts**

Visual and performing arts instruction features an emphasis on appreciation, skill development, and performance. Student art works are regularly featured in local competitions and in our student art gallery. Music appreciation and skills are developed through a program that includes playing the recorder and performing for community events several times a year.

#### Physical Education/Health/Nutrition

All students participate in physical education classes for thirty minutes, twice a week. The President's Physical Fitness Award, Jump Rope for Heart, and Mileage Club encourage students to make fitness a life-time goal. Health and nutrition curriculum emphasizes building both healthy bodies and good character.

#### **Technology**

Technology is integral to instruction and assessment. Classrooms are equipped with digital whiteboards, projectors, document cameras, and computers. One fixed and one mobile computer lab assist teachers in meeting curricular requirements. Additionally, teachers use tablets to assess student progress in reading and math.

#### 2. Reading/English:

A daily ninety-minute reading block is required for each grade level. Because we believe that reading and writing go hand-in-hand, an additional twenty minutes is required for writing instruction.

*Treasures:* MacMillan McGraw Hill, the textbook chose by the East Porter County School Corporation, provides a resource for the reading curriculum. It was chosen because of its comprehensive approach to instruction, multiple teacher resources, leveled readers, and differentiated practice materials to address the needs of all students. Reading selections are both fiction and non-fiction and span a variety of genre. Spelling, grammar, and writing are taught within the context of the literature.

A reading series is only as good as the instructional methodology employed by teachers. In addition to large group instruction, teachers create smaller groups for guided reading, remediation, enrichment, literacy stations, and novel studies. Weekly assessments determine flexible groupings for additional support or re-teaching. Benchmark tests given at the beginning, middle, and end of the year help teachers monitor student progress and the need for interventions and enrichment. Students who do not meet benchmark requirements receive remediation and are monitored every two to three weeks to assess progress and determine if there is need for additional help. Students who test significantly above expected benchmarks are often pulled into enrichment groups, where an added emphasis is placed on analyzing, evaluating, and creating. Grade level teaching assistants and a reading teacher assist classroom teachers in the assessment process and provide the additional instruction indicated by test results.

Technology also plays a role in reading instruction. Students in grades two through five participate in the Scholastic Reading Counts computerized reading program. They read books and earn points when they pass tests. Each grade level sets quarterly reading goals for their students and students who meet these goals are rewarded. A reading wall is dedicated to highlight those students who go beyond the grade level expectation. Strong competition is waged each year to collect the most points and earn the prestigious

prize of Principal for the Day. Study Island, Acuity, and other web-based programs are utilized in the lab for additional reinforcement of reading skills.

#### 3. Mathematics:

Mathematics instruction receives a minimum of 45 minutes daily at each grade level. An in-depth analysis of ISTEP+ scores from third grade through eighth grade revealed Morgan Township Elementary students enjoyed very high achievement rates, but we noticed a significant drop in scores for these same students at the middle school. A closer investigation of our curriculum showed that when students were required to apply mathematical skills (problem solving), they struggled. They understood how to perform mathematical procedures, but not why they were doing them. Partly to address this problem, two years ago East Porter County School Corporation adopted *Math in Focus: The Singapore Approach* by Houghton Mifflin Harcourt.

Singapore math does not employ memorization or rote learning of procedures. Rather it helps students build a solid conceptual understanding of math through a consistent instructional approach that moves from concrete to pictorial to abstract. Students engage in daily problem solving that asks them to merge their conceptual understandings with computational skills. They use visual representations and apply critical thinking skills to lead them to solutions.

In addition to large group instruction based on Singapore methodology, students work in small groups for practice and/or remediation. Analysis of chapter and quarterly assessments determines the need for additional large group or small group instruction or enrichment. Grade level teaching assistants support classroom teachers to facilitate learning in small groups and to help service those students identified for Response to Intervention tiers.

Technology plays a key role in math instruction. Digital whiteboard activities and document cameras enhance the pedagogical use of manipulatives so important to the Singapore methodology. A Technology Instructional Specialist assists teachers in using both the mobile lab and the dedicated computer lab for individualized practice and remediation.

Students in the intermediate grades who excel in math are invited to participate in Math Bowl. The preparation for this competition stretches the thinking skills of our most advanced students as they work to solve mathematical problems, in small groups, over a variety of topics. We are also dedicated to a practice of differentiated instruction during the regular classroom experience. This is observable in the different assignments given to small groups and in the depth of questioning which varies from student to student during whole class instruction.

#### 4. Additional Curriculum Area:

Interactive Science: Pearson is the textbook chosen by the East Porter County School Corporation and provides the foundation for the science curriculum. This textbook was chosen because its interactive approach challenges students to explore new concepts in written materials, investigate ideas through hands-on exploration, and design experiments using the scientific method. A strong literacy component assures a connection to English/language arts and the need to integrate language instruction into the content subjects.

Teaching students to investigate scientific concepts and conduct experiments is a major component of instruction. Strong participation in the annual Science Fair is evidence of student interest and knowledge about the scientific method and student excitement for science in general. Family projects are strongly encouraged at the early grades. As students mature, they are urged to do buddy projects and eventually participate as individuals. Judging also becomes more intense as students advance through the grades and eventually they are required to explain to judges the procedure and results of their experiments.

Three years ago we wrote several grants and received funding to build a garden in our courtyard. This has become a space for science exploration and observation as well as a support in teaching good nutrition. Each grade level is assigned a twelve by six foot raised-bed garden spot, where they plant seeds, tend to their growing needs, and eventually harvest a crop. Rain barrels and a compost pit complete the garden. Students keep scientific notebooks where they record all sorts of observations and experiments. Discussions about good nutrition and healthy eating are a natural outgrowth of this space as well.

Finally, teachers actively seek outside presenters and plan field trips to enhance the learning experience. Trips to local farms and landscape businesses add richness to the study of animals and plants. An interactive program which demonstrates the production and supply of electricity, as well as visits from a local home owner who uses wind, solar, and hydro-thermal energy adds another dimension to student learning.

#### 5. Instructional Methods:

Morgan Township faculty and staff believe that every child can be successful. We are dedicated to making that happen through a variety of instructional practices: whole group and small group lessons, hands-on learning, differentiated instruction, and teacher modeling. We emphasize thinking skills over rote memorization and routinely assess student progress with both formative and summative assessments.

Teachers use team planning time each week to analyze formal assessments and plan instruction. During class time they use informal assessments to check for understanding and modify instruction on the spot. This involves a whole plethora of methods including individual whiteboards, games, hand and card signals, electronic clickers, think-pair-share, quick write, exit tickets, and multiple other activities that quickly gauge student learning.

Differentiated instruction is a key component to learning at Morgan Township. Classroom teachers differentiate during whole group instruction through different levels of questioning and methodology that acknowledges different learning styles. Small group instruction employs flexible groupings based on student need, ability and/or student choice. Common practices include literature circles and themed based novel studies as well as engagement in writing workshop. Dedicated grade level instructional aides assist teachers with small group remediation, support at learning stations, and with progress monitoring. A reading intervention specialist also plays a significant role in advancing student learning.

The use of technology at Morgan Township acknowledges diverse needs in student learning and supports students at the individual level as they engage in a variety of programs including Super Phonics, Word Munchers, Math Facts in a Flash, Study Island, IXL Math and Tux Math. These programs support practice of basic skills as well as help teach valuable test-taking strategies. Through Reading Counts, students gain reading fluency and build content knowledge while learning goal setting and reading books at their individual reading levels. We also conduct a summer Jump Start program to boost learning for our most struggling learners.

#### **6. Professional Development:**

Professional development at Morgan Township is driven by the School Improvement Plan and a commitment to continuous improvement in instruction and student achievement. We adhere to a plan-do-check-act cycle which calls us to constantly evaluate teacher practice against student achievement. Through careful analysis of ISTEP+ scores, teachers have currently identified math computation and problem solving, reading comprehension and response to literature, and writing as key areas for improvement.

A diverse approach to professional development is exercised. Methods include train-the-trainer, multiple visits from an outside trainer, participation in one day workshops, and on-going book studies. Weekly

grade level, monthly cross district grade level, and periodic cross grade level teacher discussions also provide valuable content for professional development.

In 2008 when teachers identified writing skills as a deficiency in our students, a trainer/facilitator was engaged. Through multiple visits over several years, teachers were instructed in Six+1 Writing Traits and then supervised during implementation of these writing strategies. Books and other resources were purchased, a grading rubric was built, and dedication to writing across the curriculum was established.

When the district adopted Math in Focus: The Singapore Approach, a train-the-trainer method for professional development was utilized. Along with the principal, both a primary and intermediate teacher were selected to attend a week-long summer workshop. These teacher trainers then developed a plan for training their peers in the methodology of Singapore Math and provided on-going support as implementation progressed.

Teachers have also attended one day workshops primarily focused on literacy. Recent workshops have included building academic vocabulary for instruction, reading across the curriculum, practicing Reciprocal Teaching, using Readers Theater to build fluency and comprehension, managing the reading/writing workshop, utilizing read-a-louds, and incorporating novel studies into the curriculum. Teachers are responsible for preparing handouts and presenting content information to their peers upon return from these workshops.

For the present school year, book studies during the weekly Professional Learning Community time have been initiated. Teachers chose topics, selected reading materials, and designed implementation strategies for The Daily 5, writing workshop, and building academic vocabulary in preparation for CCSS.

#### 7. School Leadership:

A commitment to shared leadership is the foundation for continuous improvement and positive climate at Morgan Township. While the principal is the educational leader, every person in the building plays an important role in shaping the learning experience for our students. Involving parents to share in this educational endeavor also ensures student success in a child-friendly environment.

As the educational leader, the principal believes that building and maintaining good relationships with students, parents, support staff and teachers is the core for successful learning. She knows the names of every student and greets them daily as they enter the building. Regular classroom visits allow her to interact with students during instruction. She shares with both teachers and students her expertise in writing instruction, and attends training workshops along with teachers. As chairperson of the Valparaiso University Professional Educators Partnership, she influences the content and assists in choosing such presenters as Tim Rasinski, Michael Ford and Katie Wood Ray for the Literacy Workshop held each year at the University.

Teachers have invested themselves in various roles and leadership positions as they nurture students to their full potential. Each one is a member of at least one corporation committee which was created to develop instructional guides, build common corporation assessments and provide grade-level resources. In addition, teacher leaders are selected to be trainers and attend extended train-the-trainer workshops. They introduce and prepare their peers for new methodology or instructional strategies adopted by the district. Recently they have helped prepare teachers for Singapore math and differentiated instruction. Serving as a book discussion leader during the Professional Learning Community is just one more way that teachers exercise leadership. Book discussions are the result of teacher requests for more information on specific topics or instructional methodology, and are often initiated because teacher leaders have experimented with pilot programs in their own classrooms. Teachers have also been the authors of grants written to access funds outside the corporation. The funding for construction and development of our courtyard garden and science center is the result of a grant written by a teacher. The new playground

equipment is a likewise the result of a teacher-written grant. Finally, teachers freely volunteer to lead student groups like student council, Art Club, Math Bowl and Spell Bowl.

Parent participation in a very active PTO completes the call for shared leadership at Morgan Township. Parent leaders are responsible for a whole variety of student-focused activities including Grandparents Day, Family Fun Nights, Healthy Living Month, Santa's Secret Shop and Field Day. Student collections are highlighted weekly in a display case thanks to a parent volunteer. Our Reading Counts program provides a huge incentive for students to improve their reading skills while earning prizes. Each year a team of parents plans a Reading Counts theme and supports student success for reaching reading goals. They secure visiting authors, plan quarterly prizes, and hold a year-end celebration.

By involving all stakeholders in the education of our children, Morgan Township Elementary truly is a place where every child can reach his or her full potential in a friendly, supportive environment.

# **PART VII - ASSESSMENT RESULTS**

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ISTEP+ Edition/Publication Year: 2007 - 2012 Publisher: McGraw Hill CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
SCHOOL SCORES					
Pass	96	94	100	80	83
Pass+	21	31	43	22	19
Number of students tested	56	51	44	49	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	4	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	c Disadvantaged St	tudents			
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	4	1	1
2. African American Students					
Pass		Masked			
Pass+		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	3	3
4. Special Education Students					
Pass	Masked	83	Masked	Masked	Masked
Pass+	Masked	25	Masked	Masked	Masked
Number of students tested	6	12	9	7	7
5. English Language Learner Students					
Pass		Masked	Masked	Masked	Masked
Pass+		Masked	Masked	Masked	Masked
Number of students tested		1	1	2	1
6. Not applicable					
Pass					
Pass+					
Number of students tested					

**NOTES:** Masked indicates data were not made public because fewer than 10 students were tested.

The number of students who took the alternative test was within our state guidelines. The administration of the state assessments was changed from fall to spring during the 2008-2009 school year. Other than gender, there are no other sub-groups with numbers greater than 10 to report. Subgroups that are left blank are numbers less than 10 for the entire school.

Subject: Reading Grade: 3 Test: ISTEP+ Edition/Publication Year: 2007 - 2012 Publisher: McGraw Hill CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Pass	96	90	100	92	85
Pass+	21	22	23	22	19
Number of students tested	56	51	44	49	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	4	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	c Disadvantaged St	udents			
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	4	1	1
2. African American Students	·				
Pass		Masked			
Pass+		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	3	3
4. Special Education Students					
Pass	Masked	67	Masked	Masked	Masked
Pass+	Masked	8	Masked	Masked	Masked
Number of students tested	6	12	9	7	7
5. English Language Learner Students					
Pass		Masked	Masked	Masked	Masked
Pass+		Masked	Masked	Masked	Masked
Number of students tested		1	1	2	1
6. Not applicable					
Pass					
Pass+					
Number of students tested					

#### NOTES:

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The number of students who took the alternative test was within our state guidelines. The administration of the state assessments was changed from fall to spring during the 2008-2009 school year. Subgroups that are left blank are numbers less than 10 for the entire school. Other than gender, there are no other sub-groups with numbers greater than 10 to report.

Subject: Mathematics Grade: 4 Test: ISTEP+ Edition/Publication Year: 2007 - 2012 Publisher: McGraw Hill CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Pass	100	100	92	94	94
Pass+	39	33	38	46	39
Number of students tested	49	45	48	67	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	0	0	0
Percent of students alternatively assessed	6	7	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	Disadvantaged St	tudents			
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	4	3	4
2. African American Students					
Pass	Masked			Masked	Masked
Pass+	Masked			Masked	Masked
Number of students tested	1			1	1
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	4	1	1
4. Special Education Students					
Pass	Masked	100	91	82	91
Pass+	Masked	30	18	45	36
Number of students tested	9	10	11	11	11
5. English Language Learner Students					
Pass	Masked		Masked		
Pass+	Masked		Masked		
Number of students tested	1		1		
6. Not applicable					
Pass					
Pass+					
Number of students tested					

#### NOTES:

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The number of students who took the alternative test was within our state guidelines. The administration of the state assessments was changed from fall to spring during the 2008-2009 school year. Subgroups that are left blank are numbers less than 10 for the entire school. Other than gender, there are no other sub-groups with numbers greater than 10 to report.

Subject: Reading Grade: 4 Test: ISTEP+ Edition/Publication Year: 2007 - 2012 Publisher: McGraw Hill CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Pass	94	93	92	93	90
Pass+	33	24	23	28	19
Number of students tested	49	45	48	67	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	6	7	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	Disadvantaged St	tudents			
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	4	3	4
2. African American Students					
Pass	Masked			Masked	Masked
Pass+	Masked			Masked	Masked
Number of students tested	1			1	1
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	4	1	1
4. Special Education Students					
Pass	Masked	80	91	82	73
Pass+	Masked	0	9	36	9
Number of students tested	9	10	11	11	11
5. English Language Learner Students					
Pass	Masked		Masked		
Pass+	Masked		Masked		
Number of students tested	1		1		
6. Not applicable					
Pass					
Pass+					
Number of students tested					

#### NOTES:

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Subject: Mathematics Grade: 5 Test: ISTEP+ Edition/Publication Year: 2007 - 2012 Publisher: McGraw Hill CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Pass	98	99	96	89	92
Pass+	34	59	66	52	54
Number of students tested	50	49	65	61	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	6	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	c Disadvantaged St	tudents			
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	7	4	4
2. African American Students			-		
Pass				Masked	Masked
Pass+				Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	3	3
4. Special Education Students					
Pass	Masked	Masked	Masked	75	100
Pass+	Masked	Masked	Masked	50	45
Number of students tested	9	9	8	12	11
5. English Language Learner Students					
Pass		Masked		Masked	Masked
Pass+		Masked		Masked	Masked
Number of students tested		1		1	1
6. Not applicable					
Pass					
Pass+					
Number of students tested					

#### NOTES:

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Subject: Reading Grade: 5 Test: ISTEP+ Edition/Publication Year: 2007 - 2012 Publisher: McGraw Hill CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Pass	92	90	92	87	93
Pass+	32	24	37	21	29
Number of students tested	50	49	65	61	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	6	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic	: Disadvantaged St	tudents			
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	7	4	4
2. African American Students					
Pass				Masked	Masked
Pass+				Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	3	3
4. Special Education Students					
Pass	Masked	100	Masked	67	73
Pass+	Masked	60	Masked	8	27
Number of students tested	9	10	8	12	11
5. English Language Learner Students					
Pass		Masked		Masked	Masked
Pass+		Masked		Masked	Masked
Number of students tested		1		1	1
6. Not applicable					
Pass					
Pass+					
Number of students tested					
NOTES:					

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